Cultivating Cultural Intelligence for Serving International Students

Transforming Libraries for Graduate Students
Kennesaw State University
March 22, 2018
Dr. Wendy Doucette
East Tennessee State Univ.

Overview
### Academic Level Trends of International Students

<table>
<thead>
<tr>
<th>AY:</th>
<th>Undergraduate</th>
<th>% change</th>
<th>Graduate</th>
<th>% change</th>
<th>Non-degree</th>
<th>% change</th>
<th>OPT</th>
<th>% change</th>
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<tr>
<td>2012/13</td>
<td>339993</td>
<td>9.9</td>
<td>311,204</td>
<td>3.6</td>
<td>73528</td>
<td>5.7</td>
<td>94919</td>
<td>11.5</td>
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<td>2013/14</td>
<td>370724</td>
<td>9</td>
<td>329,854</td>
<td>6</td>
<td>79477</td>
<td>8.1</td>
<td>105997</td>
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<td>2014/15</td>
<td>398824</td>
<td>7.6</td>
<td>362,228</td>
<td>9.8</td>
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<td>17.8</td>
<td>120287</td>
<td>13.5</td>
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<td>2015/16</td>
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<td>383,935</td>
<td>6</td>
<td>85093</td>
<td>-9.1</td>
<td>147498</td>
<td>22.6</td>
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<td>2016/17</td>
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<td>2.7</td>
<td>391,124</td>
<td>1.9</td>
<td>72984</td>
<td>-14.2</td>
<td>175695</td>
<td>19.1</td>
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ETSU Stats (2017 Factbook)

- Carnegie R3 (like Kennesaw)
- 2,441 grad (1,691 master’s)
- International grad students are ~9% of all grads
- 208 international graduates
  - Nigeria 68, Ghana 28
- 423 undergraduates
  - Saudi Arabia 193, China 95
Personal initiatives

1) Online class on International Students (Summer 2016)
2) Exploring the World from ETSU (Fall 2016)
3) International Grad Student Research Advisory Forum (Spring 2017)
4) Survey all international students (Summer 2017)
5) “Academic Writing for International Students” (Summer 2017, pilot)
6) ETSU International Student Task Force (Fall 2017-)

What students told us

❖ Shared aspects of the international graduate student experience
❖ The problem of academic writing
❖ “We have broken strings”
❖ “Don’t mix us all together”
Library initiatives

❖ Separate orientation?
❖ Additional workshop?
❖ Class on academic writing?
Takeaways

❖ Speak clearly and more slowly
❖ Use culturally-sensitive references
❖ Provide handouts
❖ Explain
   ■ boundaries and expectations
   ■ Processes overall
❖ Remain available
References


Ms. Mandy Havert
University of Notre Dame

Best Practices
University of Notre Dame
Factbook

▷ Carnegie R1, Private, not-for-profit

▷ Enrollment Data, Fall 2017

▷ Post-Baccalaureate = 1,640 new first-time, of which 349 are international (~21%)

▷ Undergraduate = 2,055 new first-time, of which 128 are international (~6%)
Inclusive Services and Support: New Student Orientation

▷ International Students and Scholars Association (ISSA)
  ○ International Student Fair
  ○ Success in the American Classroom

▷ Graduate Student Orientation
  ○ Orientation Break-out session
  ○ Orientation Fair
  ○ Graduate Student Spouse and Partner Network Welcome Events
Inclusive Services and Support: Workshops and Programming

▷ No separate Library Orientation Workshops

▷ Ongoing skill based workshops
Campus Partnerships

▷ Networking is essential
  ○ Academic Affairs Graduate Student Life
  ○ Graduate Student Union
  ○ Student academic and social organizations

▷ Advocacy bring success
  ○ Share information about students with colleagues
  ○ Encourage ESL students to inquire
Campus Partnerships

▷ Education - Yours, Mine and Ours
  ○ Continuing education is essential
  ○ Arrangements with CSLC for internal training opportunity
Pro-Tips for Inclusive Workshops and Info Sessions

▷ Avoid idioms and colloquialisms when speaking or developing examples for instruction

▷ Explain your library’s jargon, e.g., locations, tools, processes

▷ Express cultural empathy and patience
Pro-Tips for Inclusive Workshops and Info Sessions

▷ Shorten the amount of material covered in instruction or workshops

▷ Collaborate with labs or departments when designing instruction

▷ Offer liaison services for international students


University of Notre Dame, Office of Strategic Planning and Institutional Research. https://ospir.nd.edu/institutional-research/fact-book/ Accessed 3/19/2018
Dr. Kyung Kim
Florida State University

Plagiarism and Library Support
Tip 1. Look Beyond the Obvious. Look at the Whole Person
International Graduate Students: One Name with Many Different Types

- Disciplines
  - Humanities, Social Sciences, STEM, Interdisciplinary
- Degree Seeking
  - Masters vs. Doctoral
- Age
  - Continuing vs. Returning, stage of life
- University Appointment
  - TA, GA, or RA
- Educational/Linguistic Background
  - Research Experience
  - English-speaking/Non-English speaking
- Social/Cultural Background
  - Western vs. Non-Western
Common Barriers

- Language
  - Scholarly-scientific English
- Time management skill
- Relationship and network building
- Culture shock (including academic culture)
- Lack of information on whether, where, when, to whom to ask help and how
- Lack of support system
- Feeling of isolation
- Money!
- Identity crisis
Tip 2. Support the Whole Spectrum of the Academic Life
Diversity of Assignments/Tasks

**During the Coursework**
- Exams
- Annotated bibliographies
- Literature reviews
- Research papers, research proposals
- Research essays (video essays)
- Case studies and real-world scenarios
- Project reports, lab reports
- Discussion boards
- Response after reading or watching
- Blogs or journals
- Class presentations
- Wikis
- **Group projects**...group papers, group debates, group presentations

**For Graduation**
- Comprehensive exams
- Preliminary
- Proposal defense
- Dissertation defense
- Public presentation
Diversity of Course Materials

- Textbooks, other books (fiction, nonfiction, reference materials, etc.)
- Journal articles
- Newspapers (current or historical), manuscripts, maps
- Images, films (DVD, streaming media, VHS), microfilms, podcasts
- Data, datasets, databases
- Software, games (video, board, card)
- Courseware, syllabi, lecture videos, webinars
- Tutorials, lesson plans, tests, exams
- Cases (for Case Studies)
- White papers, technical reports, government publications
- Dissertations……and so on
Tip 3. Start with “A” not “P”:
It’s the “Academic Integrity” that Matters More Than Plagiarism
Academic Integrity

“...means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

“

-- U of Oklahoma
1. PLAGIARISM
2. CHEATING
3. UNAUTHORIZED GROUP WORK
4. FABRICATION, FALSIFICATION, & MISREPRESENTATION
5. MULTIPLE SUBMISSION
6. ABUSE OF ACADEMIC MATERIALS
7. COMPLICITY IN ACADEMIC DISHONESTY
8. ATTEMPTING to commit any offense as outlined above.
Plagiarism @ FSU

- Presenting the work of another as one's own (i.e., without proper acknowledgement of the source).

- Typical examples:
  - Using another's work from print, web, or other sources without acknowledging the source
  - Quoting from a source without citation;
  - Using facts, figures, graphs, charts or information without acknowledgement of the source;
  - Utilizing ghostwriting or pay-for-paper services.
Why Do International Students Plagiarize?

- Not able to getting clarity from faculty regarding assignments
- Very reluctant to proactively approach their teachers for help
- Do not know the Academic Honor Policy, or even if so, have vastly different ideas of what it is
- Have wrong belief that the teachers expect to see the evidence of readings instead of the students’ own critical thinking and analyses.
- Do not know what a citation is or proper ways to format citations in standard publishing styles.
- Unclear about the good strategies to accomplish the assignments

Source:: “Insights from AHC Hearing” CIES (Center for Intensive English Studies) @ FSU
Different Understanding on Plagiarism from Previous Education

- No previous understanding at all
- Plagiarism = cheating
  - Emphasis on tests and exams than on papers
- The “safety score”
  - Different understanding of levels of plagiarism
  - Ranging from 10% to 30% of the score
Tip 4. Educate Early On & Better Together
It Takes Two to Tango

● For Students, Teach
  ○ The institution’s definition of plagiarism
    ■ Never assume common sense
  ○ Dire consequences of plagiarism up front

● For Instructors,
  ○ Increase understanding of international students
  ○ Learn strategies to help students avoid plagiarism
  ○ Know campus resources to help international students
Campus Partnerships for Anti-Plagiarism @ FSU

- Office of Faculty Development & Advancement
- Athletics Department
- Reading/Writing Center
- Center for Intensive English Studies
- Center for Global Engagement
- Student organizations
- Center for Advanced Teaching
- Office of Distance Learning
- University Libraries
Library Support for Anti-Plagiarism

- LibGuides to Citations and to Plagiarism
- Plagiarism Workshop
  - Beforehand
  - As a punitive measure
- In-Class Instruction
- Online Tutorials
  - In-House production
  - Electronic reference works (e.g. Credo)
- Research Consultation & Referral
- Library Ambassadors
- Research Help Desk
References

Center for Intensive English Studies at Florida State University. “Insights from AHC Hearing.” An internal memo.


University of Oklahoma. Academic Integrity.
Retrieved March 22, 2018, from http://integrity.ou.edu/students.html

Accessed on 3/20/2018
Thank you!

Any questions or comments?

Feel free to contact us!

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